

(May to July, 1930,
(September to December, 1930, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLETT.)

FORMS VI. & V.

PUPILS' NAMES.....

Scripture.

VI. & V. *The One Volume Bible Commentary*, by J. R. Dummelow (Macmillan, 10/-), (a) Introduction, pp. xi.-xxiii.; cxlv.-cliii.; (b) **Micah*, pp. 578-584; (c), **Isaiah* (chapters i.-xxiii.), pp. 409-432, with historical reference to *II. Kings*; (d), V., **Philemon*, pp. 1009-1011; (d), VI., *Ephesians*, pp. 958-966.

The Life of Christ in the Four Gospels, arranged by Rev. A. E. Hillard, D.D. (Rivingtons, 3/-), pp. 135-184. *The Saviour of the World*, Vol. I. (P.N.E.U. Office, 3/-), pp. 107-159, with Bible text (see Index) and notes from "Dummelow." Use *The New Testament in the Revised Version* (Cambridge Press, 2/-). *Palestine in Picture*, by Canon Raven (Heffer, 10/6), may be used.

For Sunday reading (optional):

VI. *A Philosophy from Prison (Ephesians)*, by F. R. Barry, D.S.O., M.A. (S.C.M., 2/6). *The Christian Outlook in the Modern World*, by the Archbishop of Armagh (Hodder & Stoughton, 6/-), pp. 1-130. Stanley's *The Eastern Church* (Dent, 2/-), pp. 253-323. *A Short History of our Religion*, by D. C. Somervell (Bell, 5/-), pp. 265-337. *The Testament of Beauty*, by Robert Bridges (Oxford Press, 7/6), pp. 81-130.

† The 117th term of work set since the Parents' Union School began.

- V. Stanley's *Sinai and Palestine* (Murray, 4/-), pp. 125-179. *The Religions of Mankind*, by S. M. E. Trood (Christophers, 3/6), pp. 1-49, with *Africa and Her Peoples*, by F. Walker (C.M.S., 2/-). *Poems of George Herbert* (Oxford Press, 2/-). Bishop Masterman's *Sunday Epistles* (S.P.C.K., 3/6).

Composition. (The daily "reports" also come under this heading.)

- VI. & V.* (See Abbott & Seeley, Part II.) A good *précis*. Essays on subjects suggested by the term's work in Literature, History, Science, or, on topics of the day. Occasionally, write verses, *these must scan* (see Abbott & Seeley, Part III.). *Third Leaders from the Times* (Arnold, 2/6) will be found useful.

English Language.

Both Forms, parse and analyse every week.

- VI. & V.* *English Lessons for English People*, by E. A. Abbott & J. R. Seeley (Seeley, 5/-), (VI.), pp. 255-282, (V.), pp. 159-190, with questions set.
V.* Trench's *On the Study of Words* (Kegan Paul, 3/6), Lecture VII., "The Schoolmaster's Use of Words."

Literature (Books set should be used also for holiday and evening reading).

- VI. & V. (a) *Æschylus' The Persians* (Dent, 2/-). (b) Marlowe's *Edward II.* (Methuen, 2/-).
VI. (c) Layamon's *Brut* (Dent, 2/-). (d) Scott's *Count Robert of Paris* (Dent, 2/-). (e) Walter Pater's *Greek Studies: Demeter and Persephone*, and *Greek Sculpture* (Macmillan, 3/6). (f) *The History of Herodotus*, Vol. 2, Book VIII. (Dent, 2/-). (g) Church's *Essays: Anselm* (Routledge, 2/-). (h) For reference: *A History of English Literature*, by E. Legouis, Vol. I. (Dent, 10/6), pp. 35-61. (i) *Come Hither*, by Walter De la Mare (Revised Edition, Constable, 10/6). (j) *Oxford Book of English Verse* (Oxford Press, 8/6).
V.* (c) Spenser's *Fairie Queene*, Book I. (Simpkin, Vol. I., 3/6, or, Oxford Plain-text, 1/6). (d) Bacon's *Essays* (Blackie, 10d.). (e) Scott's *The Fortunes of Nigel* (Nelson, 1/6). (f) Sir Phillip Sidney's *Defense of Poesy* (Macmillan, 1/6). (g) *Anthology of Modern Verse* (Methuen, 2/6). (h) *The Book of English Poetry* (Jack, 7/6), contemporary poets (1558-1642). For reference only, *English Literature*, by A. J. Wyatt (University Tutorial Press, 3/-).

Keep a Commonplace Book for passages that strike you particularly; learn a hundred lines of poetry; be able to give some account of what you have read in each book, with sketches of the chief characters.

English History.

- VI. Green's *Short History of the English People*, Vol. I. (Dent, 2/-), pp. 41-104 (A.D. 827-1189). Read from *The Anglo-Saxon Chronicle* (Dent, 2/-), A.D. 825-1066.
V.* Green's *Short History of the English People*, Vol. I. p. 349-p. 500, Vol. II. (Dent, 2/- each), (1558-1642).

General History.

- VI. *The Legacy of the Ancient World*, by W. G. De Burgh (Macdonald & Evans, 15/-), pp. 77-154 (1300 B.C.-A.D. 390). *A Short History of France*, by Victor Duruy, Vol. I. (Dent, 2/-), pp. 131-242 (752-1180).
V. *Ancient Times*, pp. 445-532 (323 B.C.-264 B.C.). *Medieval and Modern Times*,* (1927 edition), contemporary European history only from pp. 345-372 (1558-1642).
VI. & V. Continue a Book of Centuries (P.N.E.U. Office, 1/9, or better, 2/6; see illustrated leaflet by Miss Bernau, P.N.E.U. Office, 6d.), putting in illustrations from all the history studied during the term (Bible, English, General). Visit museums. Make summaries of dates and events. Use maps. Make charts. Smith's *Classical Dictionary* (Dent, 2/6). *An Atlas of Ancient and Classical Geography*, (Dent, 2/6).

Every-Day Morals and Economics.

- VI. Plato's *Trial and Death of Socrates: Phædo*, pp. 105-161 (Macmillan, 3/6). *The State and the Nation*, by Edward Jenks (Dent, 4/6), pp. 218-303, or, *The Ordeal of this Generation*, by Professor Gilbert Murray (Allen, 4/6), pp. 98-167.
V. *Ourselves*, Book II. (P.N.E.U. Office, 3/6), pp. 68-103. *The Rights and Duties of a Citizen*, by H. E. Malden (Methuen, 2/6), chapters 8-12. Bacon's *New Atlantis* (Macmillan, 9d.).

Geography.

- VI. Seeley's *Expansion of England* (Macmillan, 3/6), Course I., Lectures 3, 4 and 5. *In Search of our Ancestors*, by Mary Boyle (Harrap, 10/6), pp. 5-91.
V. *The English Speaking Nations*, by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 221-253, with *Ambleside Geography Book V.* (Kegan Paul, 5/-), pp. 63-108: India. *Frequented Ways*, by M. J. Newbigin (Constable, 15/-), pp. 265-312. Huxley's *Physiography* (revised 1924, Macmillan, 5/-), pp. 1-78. Mort's *An Elementary Practical Geography* (Blackie, 2/6), pp. 25-37. Philips' *Pocket Surveyor* (Philip & Son, 2/6), will be found useful.
VI. & V. *The World Wide Atlas* (Johnston, Edinburgh, 15/-). Know from atlas (gazetteer) something about foreign regions coming most into note in the newspapers, and in connection with history, etc., studied. Summarise

readings by memory maps on blackboard. Some account of the Physiography of your neighbourhood, with diagrams.

General Science.

- VI. *Modern Conceptions of Electricity*, by C. R. Gibson (Seeley, 12/6), pp. 99-188. *The Nature of the Physical World*, by Prof. A. S. Eddington (Cambridge Press, 12/6), pp. 230-353.
- V. *Scientific Ideas of To-day*, by C. R. Gibson (Seeley, 6/-), pp. 294-329. *Geikie's Geology* (revised 1915, Macmillan, 7/6), pp. 365-414. Some account of the geology of your neighbourhood, drawing sections. *The Ordnance Survey Geological Map of the British Isles* (Stanford, 2/-). *Geological Map of Europe* (Oxford Press, 2/6). [C.S.C. 2nd year's work only. V.* *Elements of Natural Science*, Part I., by W. B. Smith (Arnold, 5/-), pp. 51-107 instead of *Geology*.]

Biology, Botany, etc.

- VI. *The Study of Animal Life*, by J. Arthur Thomson (Murray, 6/-), pp. 100-157. *The Romance of the Human Body*, by R. C. Macfie (Gardner, Darton, 5/-), pp. 92-130.
- V. *Botany*,* by D. Thoday (Cambridge Press, 7/6), pp. 278-299, 300-334 and 421-445. [2nd Year C.S.C. only: **Applied Botany*, by J. S. M. Ellis (Hodder & Stoughton, 4/6), pp. 78-155, instead of *Scientific Ideas*.] For suggestions for out-door work: Dr. Caver's *Botany** (University Press, 8/6) will be found useful, see questions following chapters ix. and xiii. (foliage, flowers and their work). Take six flower families from chapters xv.-xxiv. Specimens must be found, if possible, for all botanical work, and experiments must be made. Keep a *Nature Note-Book* with flower and bird lists (P.N.E.U. Office, 2/3).

Astronomy.

- VI. *The Universe Around Us*, by Sir James Jeans (Cambridge Press, 12/6), pp. 119-227.
- V. *The Story of the Heavens*, by Sir R. S. Ball (Cassell, 15/-), pp. 315-371 (chapters 15 and 16). Follow newspaper reports on astronomical subjects. Make charts of the changes in position of the constellations visible. *Stars at a Glance* (Philip, 1/6).

French.

- VI. & V.* *L'Enseignement Littéraire du Français*, by J. Molmy, Vol. II. (Hachette, 3/-), lessons 70-75. Take a French paper (list can be obtained from Hachette).
- VI. *Le Cid* (Hachette, 1/-). *The Oxford Book of French Verse* (Oxford Press, 8/6).
- V.* *Cinq Mars*, by A. de Vigny (Harrap, 2/6). *A Book of French Verse* (Oxford Press, 4/-), learn two poems.

Latin.

- VI. Allen's *Latin Grammar* (Clarendon Press, 3/-), pp. 68-83; 128-133; 143-144. *Limen*, Part II. (Murray, 2/6), pp. 243-292. *A Book of Latin Poetry* (Methuen, 2/-). Cicero's *De Senectute* (Macmillan, 2/-), pp. 18-35).
- V.* *Limen* (Murray, 2/6), pp. 134-172, or, (second year), pp. 237-268. Virgil, *Æneid VII.* (Macmillan, 2/-), lines 540-817. *Dies Romani*, by W. F. Witton (Arnold, 2/-), may be used for practice in translation.

German.

- VI. & V. *A Public School German Primer* (Macmillan, 4/-), VI.: revise pp. 158-188. V.: pp. 51-63 inclusive. Learn poems from *Deutsche Lyrik* (Macmillan, 3/6).
- VI. Goethe's *Hermann und Dorothea* (Harrap, 3/-).
- V. Schiller's *Maria Stuart* (Hachette, 2/-).

Italian.

- VI. & V. *Italian Lessons and Readings*, by C. U. Clark (Harrap, 4/6): (VI.) read from Part II., using Part I. and Appendices for studies in Grammar, (V.) lessons 29-33, inclusive. *Italian Irregular Verbs* (Hachette, 1/-). *The Hundred Best Italian Poems* (Gowans & Gray, 1/-).
- VI. Read six cantos from Dante's *Il Purgatorio* (Dent, 2/-). *I Miei Ricordi*, by Massimo D'Azeglio (order direct from Truslove and Hansom, 1/8), pp. 56-116.
- V. *All' Aria Aperta*, by Renate Fucini (order direct from Truslove & Hansom, 1/8), pp. 61-122.

Arithmetic.

- VI. & V.* Dr. Ballard's *Fundamental Arithmetic*, Book VI. (London University Press, 1/1), pp. 44-68; Teacher's Book VI. (2/3) is also essential. For mental work, *Arithmetical Dictation*, Book VI., Ex. 374-400.
- or (second year) Book VII. (1/4), pp. 30-61; 93 and 94, and Problems G. to L., pp. 103-108, with Teacher's Book VII. (2/6).

Geometry and Trigonometry.

- VI. & V.* *A Shorter School Geometry*, by H. Hall and F. Stevens (Macmillan, 4/6), pp. 222-231, or (2nd year), pp. 262-269, and revise section IV. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-). [2nd year C.S.C. *Numerical Trigonometry*, Part I., by A. W. Siddons and R. T. Hughes (Cambridge Press, 1/9), chapter II.].

Algebra.

- VI. & V.* *A School Algebra*, by H. Hall, Parts I. and II. (Macmillan, 4/6), pp. 207-213, 228-231, or, (second year), 301-309, 311 (§323)-314 (Ex. xxix f) and 325-331.

Art Studies.

- VI. *The Painters of Florence*, by Julia Cartwright (Murray, 6/-), chapters 24-27, inclusive. *A Short Critical History of Architecture*, by H. Heathcote Statham, Vol. II. (Batsford, 6/-), chapter III.
- V. *Schools of Painting*, by M. Innes (Methuen, 6/6), chapters 8-10. *The Story of Architecture*, by P. L. Waterhouse (Batsford, 6/-), pp. 59-105. For reference: *Styles of Architecture*, by A. Stratton (Batsford, 1/6).
- VI. & V. Six reproductions of works by Mantegna* (P.N.E.U. Office, 2/- the set), see April P.R.

Reading.

The Speaking Voice, by Emil Behnke (Curwen & Son, 7/6), pp. 1-40. *The Art of Reading and Speaking*, by Canon Fleming (Arnold, 3/6).

Music Appreciation.

- VI. & V. The work of Mendelssohn: see article, and records suggested under *Our Work*, in April P.R. For reference, Parry's *Studies of Great Composers. The Enjoyment of Music*, by A. W. Pollitt (Methuen, 5/-).

Music.

- VI. & V. (a) *Studies of Great Composers*, by Sir G. H. Parry (Routledge, 6/-): Haydn. (b) *An Introduction to Music*, by H. E. Piggott (Dent, 3/6). (c) Pollitt's *The Enjoyment of Music*. (d) *Foundations of Practical Harmony and Counterpoint*, by R. O. Morris (Macmillan, 7/6), four chapters each term; see preface. (e) For revision, *Elements of Music*, by F. Davenport (Longmans, 1/6). (f) *Haydn's Creation*, Part I. (Novello, Pocket Edition, 1/6).

Singing.

Two French songs; two German songs or two Italian songs. Two National or Folk Songs,* direct from Novello & Co. (2d. each), or, from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6).

Drill, etc.

A Manual of Free Standing Movements, by H. D. Hassam (Hachette, 1/8). *Syllabus of Physical Training for Schools*, 1927, Supplement No. 12 (H.M. Stationery Office, 4d.). Ex-students take House of Education Drills. Six Country Dances: *The English Country Dance*, Graded Series, Vols. VI.-VIII. (Novello, 3/- each); music and instructions for six dances in each volume. Tennis.

Work: Arts and Crafts.

*The Basis of Design**, by Walter Crane (Bell, 10/-), pp. 91-159. Claymodelling: *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6). Craft designs for special materials. Sketching. Studies of animals: *Animal Drawing and Anatomy* by Edwin Noble (Batsford, 10/6). Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

Valuable suggestions will be found for the teaching of all Handicrafts and Drawing in the following; *Applied Art*, by Pedro J. Lemos (Batsford, 28/-). It is not advisable that stereotyped courses should be followed.

Do some definite house and garden work. *Practical Housecraft*: (1) *Housewifery*, (2) *Laundry*, (3) *Cooking* (Longmans, 6d. each). *Art in Needlework*, by Lewis F. Day and M. Buckle (Batsford, 7/6). Darn and mend each week. Make a garment.

The Cambridge University School Certificate Examination may be taken on the work set in the P.U.S. Programme for Form V. For particulars write to the Director, Parents' Union School, Ambleside, and see subjects marked.*

Teachers who are sending in candidates for the Cambridge Certificate Examination are asked to communicate with the Director as some modifications in the work are sometimes necessary.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the literature, verse, play or poems are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons. Form VI. work should not be attempted unless the full two years' work has been done in Form V.

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5 —Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6 —*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. Blazers are also obtainable.

N.B. 8.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

**To Ex-P.U.S. Members and Ex-Students of the House of
Education taking the P.U.S. Reading Course.**

Bibliographies for further reading will be found in *The Legacy of the Ancient World, Medieval and Modern Times, Green's History, The History of English Literature, The Study of Animal Life.*

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FORMS VI. & V.

PUPILS' NAMES

Scripture.

- I. VI. & V. 1. Compare and contrast the position and influence of Isaiah and Micah, and give the historical setting of their work.
2. What has Isaiah to say about:—(a) his vision of the Lord's glory, (b) the sign given to Ahaz, (c) the birth of Christ and His Kingdom?
3. Summarise Micah's "bright visions" for the future of Israel.
- II. VI. 1. St. Paul in the Epistle to the Ephesians sets forth the unity of the Christian life. Summarise the ways in which this unity is to be achieved.
- V. 1. Under what circumstances was the Epistle to Philemon written? Show, by quotations, what St. Paul's ideas of Christian friendship implied.
- VI. & V. 2. Tuesday in Holy Week has been called the "Day of Questionings." Detail fully two of the controversies in which our Lord was engaged on that day.
3. "Ye must be born again." Write, in verse or prose, some thoughts in this connection which should help us in the present controversy between matter and mind.

Composition.

- VI. & V. 1. A "Times Leader" upon one of the following subjects,—(a), The historic value of the Simon Commission, Part I., (b), Evolution, a principle of discovery, a method, not an ontological cause (Abbé Breuil), (c), How to plan an interesting holiday.
2. Some verses, which must scan, upon one of the following subjects,—(a), Colour in June, (b), Sir Arthur Eddington's "Vision of Energy" (Berlin, June 23rd), (c), Demeter searches for Persephone.

English Grammar.

- VI. & V. 1. Analyse, parsing the words in italics,—
 "When evening *came* and the warm glow grew *deeper*,
 And every tree *that* bordered the green meadows
 And in the yellow cornfields every *reaper*
 And every corn-shock *stood* above *their* shadows
 Flung *eastward* from their feet in longer measure,
 Serenely *far*, there *swam* in sunny height
 A buzzard and his *mate*, *who* took their pleasure
Swirling and poising idly in golden light."

- VI. 2. What are the three sources of knowledge? Show the processes of reasoning behind the acceptance of some simple statement of fact.

3. Give examples from your term's reading of three common errors in reasoning, pointing out where the fallacies lie.

- V. 2. Find and quote from an anthology examples of the following,—trissyllabic metre, double rhyme, blank verse, alliteration. Scan your quotations.

3. Discuss the question of phonetic spelling.

Literature. (Only three questions should be answered.)

- VI. & V. 1. Give, as far as you can, a scene from *The Persians* between (a), Atossa and the Messenger, or, (b), Atossa and Darius.

2. Sketch the character of Edward II. as shown by Marlowe.

- VI. 3. What circumstances led to the writing of Layamon's *Brut*? Show that the chronicle was a great literary achievement.

4. Give the substance of the Homeric Hymn to Demeter, and show its significance and importance as a Greek Myth.

5. "God does not choose to follow the wanderings of human fancies." Give Themistocles' counsels in this connection, according to Herodotus, before the battle of Salamis.

6. A scene for acting from (a), *Count Robert of Paris*, or, (b), *The Fortunes of Nigel*.

- V. 3. "Forsaken Truth long seeks her love
 And makes the lion mild."
 Write out the argument of the canto referred to, from *The Faerie Queene*, quoting lines where you can.

4. An essay, according to Bacon, on (a), "the true greatness of kingdoms and estates," or, (b), friendship.

5. "The poet . . . doth draw the mind more effectually than any other art doth." By what arguments does Sir Philip Sidney justify his claim for the poet?

English History.

- VI. 1. Compare and contrast the work of Ælfred and Charlemagne, showing in what respects the work of the former was more permanent.

2. Discuss and illustrate the statement that William the Conqueror was the greatest general and statesman of his times.

3. Write an essay on Anselm.

- V. 1. Compare and contrast the character and careers of Queen Elizabeth and Mary Queen of Scots.

- or, 1. Write an essay on "The England of Elizabeth."
 2. It is said that between the years 1583-1603 "England became the people of a book, and that book was the Bible." Explain fully.

3. Trace the steps of the struggle between Parliament and the Crown in the reign of James I.

General History.

- VI. 1. It is said that "the civilisation of the Greek people was rooted deep in the soil of the city state." Explain and illustrate.

2. A short essay on (a), The literature of fifth century Athens, or, (b), Plato.

3. Indicate the extent of Charlemagne's Empire, and show by what means he attempted to weld together the barbarian world and what remained of Roman civilisation.

- V. 1. Write notes on (a), the cities, (b), the libraries and literature of the Hellenistic Age.

2. Give some account of the spread of civilisation from the Eastern to the Western Mediterranean world. Dates.

3. Trace briefly the causes and the course of the Thirty Years' War. Dates.

Every-Day Morals and Economics.

- VI. 1. "The real philosopher . . . may hope to obtain the greatest good in the other world." Follow one of the lines of argument taken by Socrates in this connection.

2. An essay on one of the following subjects.—(a), that "Darwin's great physical law of the struggle for existence" was converted into an ethical dogma in 1914, (b), "The world outside the Covenant of the League of Nations and its dangers," (c), Proportional Representation.

- V. 1. Show that (a), poetry, (b), history, (c), nature-study are amongst the instructors of Conscience in our duty towards God.

2. Describe the "riches" of Solomon's house (*Atlantis*).

3. Give some account of the Ministers of the Crown and their work. Name the present Ministers as far as you can.

Geography.

- VI. 1. "The British Empire survives because of not in spite of, her early Colonial system." Discuss and illustrate.
2. Write upon the early Iron Age as revealed by excavations on the amber trade route.
- V. 1. Show that many of the problems connected with the government of India follow upon its geographical conditions.
2. "Rivers attract when they can be depended upon; they repel when they are variable." Show how this fact has influenced the distribution and condition of towns in northern Italy.
3. What is meant by the term "dew-point," and how may it be determined? Write upon the formation of dew.
4. Draw a contour map of an imaginary mountain, 3,500 feet high, with a stream flowing in a general south-westerly direction. Draw contour lines every 500 ft. Then draw a section along a line west to east.

General Science.

- VI. 1. Write upon the construction of a crystal.
2. Discuss the limitations of physical knowledge.
- V. 1. What is understood by radio-activity? Mention some radio-active substances other than radium.
2. Write an account of the distribution of Miocene deposits in Europe, and describe the probable geographical conditions during the Miocene period.
- or, (2nd year C.S.C.). 2. Distinguish between a calorie and a degree of heat, and describe how each may be measured.

Biology, Botany, etc

- VI. 1. An essay on "Industry in the Animal World."
2. Give an account of the structure and work of the nervous system.
- V. 1. Examine (a), a wall-flower, or, (b), a sweet-pea, giving its floral formula and diagram. Write an account of the general characteristics of the family.
2. What observations have you made this term with regard to the fertilisation of flowers? Describe briefly the method of fertilisation of the cuckoo-pint, orchis, foxglove.
3. (2nd year C.S.S.). In what ways may a farmer treat his soil so as to get the best crops?

Astronomy.

- VI. 1. Give some account of one of the "clocks" by which scientists are able to measure the age of (a), the earth, (b), a star.
2. Write an essay on "The Birth of a Star."
- V. 1. "The discovery of Neptune was one of the most glorious achievements in the loftiest department of human reason." Give some account of the reasoning that led to this great discovery.
2. Write upon the nature and behaviour of comets, giving diagrams.

French. (All answers to be in French.)

- VI. & V. 1. Write notes on four different uses of the Subjunctive Mood, giving examples.
2. Translate *L'Enseignement Littéraire du Français*, Vol. II., p. 95, "Whilst Mentor . . . wise and happy."
- VI. 3. Write a résumé of *Le Cid*.
- V. 3. Give a résumé of an episode from *Cinq Mars* in which Richelieu appears.

Latin.

VI. & V. (First Year.)

1. Translate: (1) There was no enemy who could conquer him. (2) The Gauls must defend their cities. (3) He waited on the shore till reinforcements should arrive. (4) We are afraid that the army has been defeated.

V. (Second Year.)

1. Translate: (1) The work was difficult to do. (2) We ought to have sailed to Britain when it pleased Caesar. (3) They hoped to conquer the enemy in that battle. (4) That road is rather long, this is very short.

VI. 2. *Cicero, de Senectute*, Ch. XV., translate lines 1-17 (Venio . . . aristarum.)

3. Read again the Latin of Question 2, then write a narration in Latin.

V. 2. (a) *Virgil, Æneid*, Book VII., translate lines 611-622 (Has . . . postes.) (b), Parse "stridentia" and "verso."

3. Either scan lines 611-617 of *Æneid* VII., or, write in Latin a short account of some notable event in Roman history, e.g., the death of Caesar.

German.

VI. & V. 1. Translate into German (VI.), *Greek Studies*, page 71, "So long . . . messenger." (V.), *Siepmann*, page 234, "In spring . . . garden."

VI. 2. Write a résumé of *Teipsichore*: *Hermann*, from *Hermann und Dorothea*.

V. 2. Translate into German, Exercises, page 235 (1-8), and page 237 (1-6).

or, Italian.

- VI. & V. 1. Translate into English and retranslate into Italian, "Subiaco," page 185, paragraphs i. and ii.
2. Translate into Italian, page 174, Exercise B (1-8).
3. Write, in Italian, (VI.), upon *La Musica*, or, (V.), a short narration of *Pelliccia*.

Arithmetic.

(First Year.)

1. Find the Compound Interest on £3250 for 2 years at $5\frac{1}{2}\%$.
2. The average percentage gained by five candidates at an examination was 65. Four gained 76%, 82%, 51% and 47% respectively. What per cent. did the fifth gain?
3. A train travelling at the rate of 50 miles an hour passed an observer in 2 seconds and passed through a station in 10 seconds. Find the length of the train and the length of the station.

(Second Year.)

1. Find the Compound Interest on £8290 for $1\frac{1}{2}$ years at $3\frac{1}{2}\%$, payable half-yearly.
2. A train 80 yards long going at 55 miles per hour overtakes another train 75 yards long going at 50 miles per hour. How long will it take to pass?
3. A mixture of teas at $\frac{3}{4}$ and $\frac{2}{10}$ per lb. is worth 3/- per lb. In what proportion were they mixed?

Geometry.

(First Year.)

1. Illustrate geometrically the identity: $(a-b)^2 = a^2 + b^2 - 2ab$.
2. In every triangle the square on the side subtending an acute angle is equal to the sum of the squares on the other two sides diminished by twice the rectangle contained by one of those sides and the projection on it of the other side.
3. ABC is an equilateral triangle and D any point in BC. Show that the square on AD is less than the sum of the squares on BC and CD by the rectangle BC·CD.

(Second Year.)

1. Prove that in a right-angled triangle if a perpendicular is drawn from the right angle to the hypotenuse, the square on the perpendicular is equal to the rectangle contained by the segments of the hypotenuse.
2. Divide a straight line 3 cm. long, internally and externally in the ratio 4:3.
3. Through the points of intersection of two circles two parallel straight lines are drawn, terminated by the

circumferences; show that the short lines which join their extremities towards the same parts are equal.

V. (Second Year.)

Alternative 3. (Trigonometry.) The top of a flag post that stands on a wall has an elevation of 54° , and the bottom of the post an elevation of 50° when seen from a point on level ground 50 feet from the bottom of the wall. Find the height of the flag post.

Algebra.

(First Year.)

1. Simplify: $\frac{1}{2x^2(x^2+y^2)} - \frac{1}{4x^3(y-x)} + \frac{1}{4x^3(x+y)}$
 $\frac{y + \frac{xy}{y-2x}}{\frac{2}{x+y} - \frac{1}{x}} + \frac{x + \frac{xy}{x-2y}}{\frac{2}{x+y} - \frac{1}{y}}$
2. Simplify:

2. A man bought a number of apples at 3 a penny, and half as many at 1d. each, and sold them at 8d. a dozen, gaining in all $\frac{8}{4}$. How many did he buy?

(Second year.)

1. In an A.P. the 4th term is $12\frac{1}{2}$ and the 7th term is 20. Find the series.
2. Sum to 8 terms the G.P. $1\frac{1}{3}, -1, \frac{3}{4}, \dots$
3. Simplify: $\frac{x^{-\frac{5}{4}} y^{\frac{1}{3}}}{x^{\frac{1}{4}} y^{-1}} \div \frac{x^{-1} y^{\frac{1}{2}}}{x^{\frac{1}{2}} y^{-\frac{1}{8}}}$

Art Studies

- VI. & V. 1. Describe, with a rough sketch of a group of figures, "Mount Parnassus" (detail), by Mantegna.
- VI. 2. Give some account of Michael Angelo and his work.
3. Describe, with diagrams, the characteristic features of Byzantine architecture as shown in Santa Sophia, Constantinople.
- V. 2. Give some account of Fra Lippo Lippi and his work.
3. Write a short essay on Roman architecture.

Painting: Drawing.

1. Design a heading for (a), a chapter in "Greek Studies" (Pater), or, (b), a canto of Spenser's "Fairie Queene."
2. A craft design of animals for a frieze in wood or stone.

Music Appreciation.

What works have you heard this term that are characteristic of Mendelssohn's genius for (a), melody, (b), orchestral colour? Write fully on one of them.

Reading.

Father to choose an unseen (*a*), essay, (*b*), poem.

Music.

Report progress.

Singing.

Father to choose an English, a French, and an Italian song.

Drill.

Drill, before parents.

Work.

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.